Programme Handbook

B.Des Communication Design

School of Design
Sushant University

(*Applicable to students admitted in the academic year 2023- 2024)

Bachelor of Design

PEO-PSO Mapping Communication Design
2023-2024

MISSION – SUSHANT UNIVERSITY

- · Transform lives and communities through education and research (M1)

- · Achieve excellence through participatory governance and focus on quality research and innovation (M2)
- · Attract talent through international partnerships and collaborations to achieve highest standards (M3)
- · Facilitate learning through student centric and empathetic approach (M4)
- · Develop thought leadership with industry integration (M5)

Program Educational Objectives (PEO's)

1. Creating persuasive communication for a target audience using all forms of visual media.
2. Innovate with new visual communication methods for creating better Identity design for organisation.
3. Collaborate with national and international organisation for achieving professional standards in projects.
4. Encourage students in decision making by providing solutions for socially relevant problems.
5. Being sensitive to social and industrial trends and addressing issues in visual communication problems.
6. Make appropriate use of skill and technology for producing high quality visual content.

Program Specific Outcome (PSO's)

1. Demonstrate **Core technical** Analytical Conceptual visual communication **skills**
2. **Apply knowledge** and skill gain through Experiential Learning to Industry immersion courses and international linkages in the field of visual communication
3. Demonstrate strategic implementation of **concepts and theories** to sustain and grow in the challenging fields of visual communication
4. Implement and undergo critical analysis of **management** styles and strategic thinking required to succeed in the visual communication field.

Program Outcome (Graduate Attributes) - (PO's)

Acquire, review, analyze and apply knowledge & skills to the Visual Communications industry. (**Knowledge & Expertise of Hotel Business)**
Acquire & Apply Research techniques based on industry Requirements. **(Research)**
Understand, decode and apply the information in the right manner in the field of Visual COmmunication. (**Information & Digital Literacy)**
Identify, formulate and provide creative, innovative and effective solution to challenges faced in Visual Communication Industry. (**Problem Solving)**
Communicate effectively in both written and spoken form with Designers, allied industry professionals and community. (**Communication & Presentation Skills)**
Realize and demonstrate effective leadership responsibility. (**Behavioral Skills, Teamwork and Leadership)**
Assess the forces of globalization and its impact on the visual media industry. **(Globalization)**
Apply ethical principles and commit to professional ethics, environmental responsibilities and norms of the visual communication Industry.. **(Ethical, Social and professional understanding)**
Self-motivate and enhance entrepreneurship skills for career advancement and development **(Employability, Entrepreneurship)**
Conduct investigations and apply effective Finance & marketing management practices as per Indian conditions. **(Finance & Marketing)**

1. **University Mission with Programme Objectives**

M1	Transform lives and communities through education and research	**PEO1**	Creating persuasive communication for a target audience using all forms of visual media.
M2	Achieve Excellence through participatory governance and focus on quality research and innovation	**PEO2**	Innovate with new visual communication methods for creating better Identity design for organisation
M3	Attract talent through international partnerships and collaboration to achieve highest standards	**PEO3**	Collaborate with national and international organisation for achieving professional standards in projects
M4	Facilitate learning through student centric and empathetic approach	**PEO4**	Encourage students in decision making by providing solutions for socially relevant problems

M5	Develop thought leadership with industry integration	PEO 5	Being sensitive to social and industrial trends and addressing issues in visual communication problems
		PEO 6	Make appropriate use of skill and technology for producing high quality visual content

	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6
M1	H	H	H	H	H	H
M2	H	H	H	H	M	M
M3	L	M	H	M	L	L
M4	L	M	H	H	H	M
M5	L	H	H	M	H	M

H=High, M= Medium, L=Low

Program Objectives with Program specific Outcomes

PEO 1	Creating persuasive communication for a target audience using all forms of visual media.	PSO1	Demonstrate **Core technical** Analytical Conceptual visual communication **skills**
PEO 2	Innovate with new visual communication methods for creating better Identity design for organisation	PSO 2	**Apply knowledge** and skill gain through Experiential Learning to Industry immersion courses and international linkages in the field of visual communication
PEO 3	Collaborate with national and international organisation for achieving professional standards in projects	PSO3	Demonstrate strategic implementation of **concepts and theories** to sustain and grow in the challenging fields of visual communication
PEO 4	Encourage students in decision making by providing solutions for	PSO 4	Implement and undergo critical analysis of **management** styles and strategic thinking

	socially relevant problems		required to succeed in the visual communication field.
PEO 5	Being sensitive to social and industrial trends and addressing issues in visual communication problems		
PEO 6	Make appropriate use of skill and technology for producing high quality visual content		

	PSO1	PSO2	PSO3	PSO4
PEO1	H	H	H	L
PEO2	H	H	H	M
PEO3	H	H	H	H
PEO4	H	H	H	H
PEO5	H	M	L	L
PEO6	M	H	M	L

H= High, L=Low, M=Medium

Programme Specific Outcomes with Programme Outcomes

PSO1	Demonstrate Willingness to experiment and explore new possibilities in every problem solving context in visual communication	**PO1**	**Knowledge & Expertise of Design field**
PSO2	**Apply knowledge** and skill gain through Experiential Learning to Industry immersion courses and international linkages in the field of visual communication	**PO2**	**Research and innovation**
PSO3	Demonstrate strategic implementation of **concepts and theories** to sustain and grow in the challenging fields of visual communication	**PO3**	**Information and digital literacy**
PSO4	Implement and undergo critical analysis of **management** styles and strategic thinking required to succeed in the visual communication field. Valuing issues of Sustainability .	**PO4**	**Problem Solving**
		PO5	**Communication and presentation skills**
		PO6	**Behavioural skills, Teamwork and leadership**
		PO7	**Globalisation**
		PO8	**Ethical, Social and professional understanding**
		PO9	**Employability, Entrepreneurship**
		PO10	**Finance and marketing**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
PSO1	H	H	H	H	H	L	H	L	H	L
PSO2	H	H	H	H	H	L	H	L	L	L
PSO3	H	H	H	H	H	H	H	H	H	H
PSO4	L	M	L	M	M	L	H	H	H	H

H= High, L=Low, M=Medium

PRELIMINARY DEFINITIONS AND NOMENCLATURE

In this document, unless the context otherwise requires:

1. "**Programme**" means Degree Programme, that is Bachelor of Design, Degree Programme (B.Des)

2. "**Discipline**" means specialization or branch of Bachelor of Design, Degree Programme (B.Des), like Product Design, Interior Architecture , etc.

3. "**Course**" means a theory or practical subject that is normally studied in a semester, like Principles of design.

4. **"Director, Academic Affairs"** means the authority of the University who is responsible for all academic activities of the Academic Programmes for implementation of relevant rules of this Regulations pertaining to the Academic Programmes.

5. **"Dean/Director"** means head of the School conc/erned.

6. **"PD"** means Programme Director of the respective programme of the School concerned.

7. **"Controller of Examinations (COE)"** means the authority of the University who is responsible for all activities of the University Examinations.

8. **"SU/ University"** means Sushant University (Erstwhile Ansal University)

9. **"MSE"**- Mid-Semester Evaluation, "**ESE**"- End Semester Examination**, "SGPA"**- Semester Grade Point Average, "**CGPA**"- Cumulative Grade Point Average, "**TDCC**"- Trans Disciplinary Certificate course.

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1. ADMISSION

1.1. Candidates seeking admission to the first semester of the eight semester B.Des Degree Programme: Should have passed (with 50% marks) the Higher Secondary Examinations of (10+2) Curriculum (Academic Stream) prescribed by the State/Central Examination Boards or any examination of any other recognized body.

1.2. Lateral entry admission

The candidates who possess the Diploma in Design awarded by the State Board of Technical Education, or its equivalent are eligible to apply for Lateral entry admission to the third semester of B.Des.

1.3. Migration/Transfer of candidates pursuing B.Des from another University approved by UGC shall be granted as per the approval of the School level lateral admissions and Migration Committee (LAMC) in the appropriate semester as per credit mapping with appropriate remedial courses undertaken.

1.4. All Migration/Transfers are subject to the approval of the Vice Chancellor of SU.

2. STRUCTURE OF PROGRAMME

2.1. Credits requirement

Minimum credit requirement is 200 credits for a student to be eligible to get an Undergraduate Degree in Design (any specialisation among ID, IA, PD, CD, FT, UX).

2.2. Categorization of Courses

B.Des Programme will have a curriculum with syllabi consisting of theory and practical courses that shall be categorized as follows:

Sl.	Category	Suggested breakup of Credits (Total 200)
1	Core Courses	126
2	Discipline Specific Electives (DSE)	30
3	Generic Electives I (GE I)	6
4	Generic Electives II (GE II)	4
5	Dissertation/Internship	25
6	Skill Enhancement Course (SEC)	3
7	Ability Enhancement Course (AEC)	4
8	Service Learning/Community Service Based Course	2
	Total	**200**

2.3.1 Induction Programme

An induction programme with two weeks duration will be conducted before the commencement of I semester class as per the school curriculum or preference. The following physical activities shall be completed during the induction programme

Physical fitness and Health

- Physical fitness Activities

- Sports/Games Related

  II. Culture

- Learning an art form

- Heritage

- Intangible Cultural Heritage

  III. Literature

- Literature, Cinema and Media

- Group reading of classics

  IV. Social Service

- Social Awareness

- Social Service

  V. Self-Development

- Spiritual, Mindfulness & Meditation

- Religion and Inter-faith

- Human Values

- Behavioural and Interpersonal skills

- Lectures

   VI. Nature

- Nature Club

- Environment Protection (non-credit course)

   VII. Innovation

      2.3.2. Other Courses

- Constitution of India

- Universal Human Values

- Indian Traditional Knowledge

- Learning an art form

2.4. Bridge/Capstone Courses

A bridge/capstone program with minimum two weeks duration will be conducted before the commencement of 1st semester class as per the school curriculum keeping in mind the background of majority of the inducted students. The courses offered under the Capstone Programme would be pertaining to basic skills, extra courses to understand existing skill-set in the current batch of students and also build a conversational bridge between the faculty team and new students. This is also seen as an excellent opportunity to encourage comradeship among the students who come from different education backgrounds, cities and work ethics. Some of the courses can be offered in tandem with selected immediate seniors or second year students who then become informal mentors to the new batch.

Following is a list of suggested subjects indicative of -.

I.   Learning From Art
1. Art appreciation`
2. World around us (in art)

II.   Representation skills
1. How Design is communicated
2. Understanding digital representation
3. Tools and techniques of expressing ideas
4. Mood boards and other presentation methods

III.   Personal Development

1. Time management and School culture at SoD
2. Developing an attitude for Design
3. Physical fitness

IV.   Design Aptitude

1. Critical Thinking and making
2. Social issues and the designer's role
3. Universal Human Values

2.5. Number of courses per Semester

Each semester curriculum shall normally have a blend of core courses not exceeding 22 credits and Employability Enhancement Course(s) not exceeding 5 credits. Each Employability Enhancement (EE) Courses may have credits assigned as per curriculum. Throughout the course of the four years, the programme will have at least one professional internship not less than 25 credits as a continuous in eighth semester.

2.6.   Credit Assignment

Each course is assigned certain number of credits based on the following:

Contact period per week	Credits
1 Lecture period	1
1 tutorial Periods	1
2 Laboratory Periods (also for EE Courses like Seminar/project work/case study/etc.)	1

2.7 Industrial Training / Internship

2.7.1. The students are required to undergo Industrial training for a period (15 Weeks) as specified in the Curriculum during eighth semester. The semester-long internship has to be undertaken continuously as per the requirements of the programme. Other summer or winter internships may be encouraged to keep students connected to the industry standards; however, they may not be compulsory.

2.7.2. The students may undergo Internship at Research organization / University/Industry (after due approval from the Dean/Director) for the period prescribed in the curriculum during eighth semester, in lieu of Industrial training. The students shall be permitted to carry out their internship during the eighth Semester. The report of which

under the industry as well as faculty mentor to be submitted and presented at the end of eighth Semester.

2.8. Industrial Visit

Every student is required to go for at least one Industrial Visit every semester starting from the first semester of the Programme. The Deans/Directors shall ensure that necessary arrangements are made in this regard. Industrial visits may be undertaken in groups with other disciplines, under the guidance of a faculty mentor or individually as per the requirements of the curriculum and the content of a particular subject.

2.9. Massive Open Online Courses

Students may be permitted to credit one online course under Massive Open Online Course   (which are provided with a certificate) subject to a maximum of two credits. The approved list of online courses will be provided by the concerned department from portals like Swayam, NPTEL, edX, Udemy before the commencement of every semester. The credit attained through MOOC course has to be transferred to the marksheet of their respective semester and will be a compulsory course to meet the programme requirements. In a scenario, where the complete assessment is not done by the MOOC platform the school may conduct its own exam for evaluation of the respective course. The details regarding online courses taken up by students should be sent to the Controller of Examinations one 8month before the commencement of End Semester Examination.

2.10. Medium of Instruction

The medium of instruction is English for all courses, examinations, seminar presentations   and project / thesis / dissertation reports.

3. ATTENDANCE REQUIREMENTS FOR COMPLETION OF THE SEMESTER

3.1. A student who has fulfilled the following conditions shall be deemed to have satisfied the requirements for completion of a semester.

Every student is expected to attend all classes of all the courses and secure 100% attendance. However, in order to make provision for certain unavoidable reasons such as Medical / participation in sports, the student is expected to attend at least 75% of the classes.

Therefore, **he/she shall secure not less than 75%** (after rounding off to the nearest integer) of overall attendance.

3.2. However, a student who secures attendance between 65% and 74% in the current semester due to medical reasons (prolonged hospitalization / accident / specific illness) / participation in sports events may be permitted to appear for the current semester examinations subject to the condition that the student shall submit the medical certificate/ sports participation certificate attested by the Dean/Director. The same, after approval of the VC shall be forwarded to the Controller of Examinations for record purposes.

3.3. Except special circumstances as mentioned in clause 3.2, students who secure less than 75% attendance in all the courses of the semester and students who do not satisfy the other requirements as specified by their respective programme shall not be permitted to write the University examination at the end of the semester. They are required to repeat the incomplete semester in the summer exams, as per the norms prescribed and duly notified by the Controller of Examinations.

4. FACULTY MENTOR

To help the students in planning their courses of study and for general advice on the academic programme, the Dean/Director of the Department will attach a certain number of students to a teacher of the Department who shall function as Faculty mentor for those students throughout their period of study. The Faculty Mentor shall advise the students in registering and reappearing of courses, authorize the process, monitor their attendance and progress and counsel them periodically. If necessary, the Faculty

Mentor may also discuss with or inform the parents about the progress / performance of the students concerned or address their concerns if any.

The responsibilities for the faculty mentor shall be:

➢ To act as the channel of communication between the Dean/Director and the students of the respective group.

➢ To collect and maintain various statistical details of students.

➢ To inform the students about the various facilities and activities available to enhance the   student's curricular and co-curricular activities.

➢ To guide student enrolment and registration of the courses.

➢ To authorize the final registration of the courses at the beginning of each semester.

➢ To monitor the academic and general performance of the students including   attendance and   to counsel them accordingly.

5. PROGRAMME COMMITTEE

5.1. Every Programme shall have a Programme Committee consisting of teachers of the programme concerned, student representatives and chaired by the Dean/Director. It is like a 'Quality Circle' (more commonly used in industries) with the overall goal of improving the teaching-learning process. The functions of the Programme committee include-

- Solving problems experienced by students in the classroom and in the laboratories.
- Informing the student representatives, the academic schedule including the dates of assessments and the syllabus coverage for each assessment.
- Informing the student representatives, the details of regulations regarding weightage used for each assessment. In the case of practical courses (laboratory/ project work / seminar etc.) the breakup of marks for each exercise / module of work, should be clearly discussed in the Programme committee meeting and informed to the students.
- Analysing the performance of the students of the respective Programme after each test and devising the ways and means of solving problems, if any.
- Identifying the weak students, if any, and requesting the teachers concerned to provide some additional help or guidance or coaching to such weak students.

5.2. The Programme committee shall be constituted within the first week of each semester by the Dean/Director.

5.3. At least 4 student representatives (usually 2 boys and 2 girls) shall be included in the Programme committee depending upon the strength of the programme. In case any of the designated student representatives are unavailable for the meeting due to unavoidable reasons, they may depute any of their classmates to represent them.

5.4. The Chairperson of the programme committee (Programme Director) shall invite the faculty mentor(s) to the programme committee meetings. In case any faculty member is unable to attend, they may have access to the recording and minutes of the proceedings and their issues may be addressed in absentia.

5.5. The Programme Director is required to prepare the minutes of every meeting, submit the same to the Dean/Director within two days of the meeting and arrange to circulate it among the students and faculty members concerned.

5.6. The first meeting of the Programme committee shall be held within two weeks from the date of commencement of the semester, in order to inform the students about the nature and weightage of assessments within the framework of the regulations. Two or three subsequent meetings shall be held in a semester at suitable intervals. The Programme Committee shall put on the Notice Board the cumulative attendance particulars of each student at the end of every such meeting to enable the students to know their attendance details. During these meetings the student members representing the respective class, shall meaningfully interact and express the opinions and suggestions of the other students of the class in order to improve the effectiveness of the teaching-learning process.

5.7 The recorded minutes of the meeting shall be made available to all members of the committee and the students in the class.

6. COURSE COMMITTEE FOR COMMON COURSES

Each common theory course offered to more than one discipline or group, shall have a "Course Committee" comprising all the teachers teaching the common course with one of them nominated as Course Coordinator. The nomination of the Course Coordinator shall be made by the Dean/ Director depending upon whether all the teachers teaching the common course belong to a single department or to several departments. The 'Course committee' shall meet in order to arrive at a common scheme of evaluation for the test and shall ensure a uniform evaluation of the tests. Wherever feasible, the course committee may also prepare a common question paper for the internal assessment test(s).

7. EXAMINATION SYSTEM

7.1. The academic performance of students is adjudged by the aggregate of continuous mid Semester Evaluation (MSE) and the End Semester Examination (ESE).

7.2. Each course, both theory and practical (including project work & viva voce Examinations) shall be evaluated for a maximum of 100 marks.

> ➢ The weightage of End Semester Jury (ESE) to Mid Semester Evaluation (MSE) of all courses except TDL/Soft-Skills courses is 60% to 40%.

> ➢ The weightage of End Semester Jury (ESE) to Mid Semester Evaluation (MSE) of TDL/TDC and Soft-Skills courses is 40% to 60%.

7.3. Industrial training shall be part of the course concerned.

7.4. The University examination (theory and practical) of 2 hours duration shall ordinarily be conducted twice in December and May for Odd and Even semester respectively.

End Semester Examination question paper pattern is given below:

A question paper for theory examinations of a course unit of any programme will be of 2 hours' duration with maximum marks 60/50 (weightage 60%) and will have three parts; Part A, Part-B and Part-C. (The duration of practical examinations will be as required and the value addition courses will have different format).

Part-A: 28 Marks (students are advised to devote approximately 50 minutes to 60 minutes out of total 2 hours on this part)

In this section, a student is required to answer 4 out of 5 given questions. Each question will be of 7 marks. These questions may

include short numerical problems or theory questions to assess students' understanding of concepts and frameworks.

If needed in this part, a question might be designed to have maximum two sub- parts (a) and (b) with weightage of 3 and 4 or 4 and 3 marks respectively to enable testing on more concepts and frameworks.

Part-B: 20 Marks (students are advised to devote approximately 30 minutes to 40 minutes out of total 2 hours on this part)

In this part, a student is required to answer any 2 out of 3 given questions. Each question will have a weightage of 10 marks and may include long theory questions or numerical problems requiring students to apply the concepts to a given situation or in a given context and analyse a situation.

If a faculty feels that a question in this section needs to have sub- parts, there may be maximum two sub- parts provided that sub- part (a) involves understanding of a concept through a numerical or a theory question and sub- part (b) is application/ analysis of the concept used in sub-part (a).

Part-C: 12 Marks (students are advised to devote approximately 20 to 30 minutes out of total 2 hours on this part)

This part will be compulsory without any choice and will have a weightage of 12 marks. This may be a case study, a hypothetical problem or a situation seeking a possible solution(s), students' response to a situation based on general awareness of the broad discipline of study etc. The objective is not only to judge the skills of students to apply the concept to a particular situation or context but also to assess his/her analytical ability and how a student make realistic assumptions and can ascribe meaning to data (given in the question paper or to be assumed). The students will also be tested

on integrative and evaluative skills by making them apply more than one concept together in a given situation or the context.

End Semester jury is given below:

A jury for studio and practical for examinations of a course unit of any programme will be of 1 hours' duration with maximum marks 60 (weightage 60%). (The duration of practical examinations will be as required and the value addition courses will have different format).

7.5. The University examination for project work/dissertation shall consist of evaluation of the final report   submitted by the student or students of the project group (of not exceeding X students) by an external examiner and an internal examiner, followed by a viva-voce examination conducted separately for each student by a committee consisting of the external examiner, the supervisor of the project group and an internal examiner.

7.6. For the University examination in both theory and practical courses including project work/Dissertation the internal and external examiners shall be appointed by the Dean/Director in consultation with the Controller of Examinations.

8. PROCEDURE FOR AWARDING MARKS FOR INTERNAL ASSESSMENT

8.1. **Internal Assessment**

For all theory and practical courses, the distribution of marks for various **components for the Internal Assessment** is shown below in the table:

8.1.1 For a course of 100 marks containing only Theory Component

Mid Semester Examination	Quiz(s)/ Presentation (s)	Assignment(s)	Attendance	Total
15	15	5	5	40

8.1.2. For a course of 100 marks containing only Lab Component

Mid Semester Examination	Lab/ practical performed & Lab report	Assignment(s)/ Quiz (s)	Attendance	Total
15	10	10	5	40

8.1.3. For a course of 100 marks containing both theory and Lab Component:

MID SEMESTER EVALUATION (40) – Theory (25 Marks) + Lab (15 Marks)

Theory (25)			
Mid Semester Examination	Quiz(s)/ Presentation (s)/Assignment	Attendance	**Total**
10	10	5	**25**
Lab (15)			
Mid Semester Examination	Lab/ practical performed & Lab report	**Total**	
As 10	5	**15**	

END SEMESTER EXAMINATION (60)

Theory (35)	Lab (25)

8.2. TDCC Courses
For Inter disciplinary/trans disciplinary certificate courses the External Assessment Marks will be 40 and Internal Assessment will be 60.

8.3. Internship/Project Work

8.3.1. Here the Internal Assessment based on project prepared and submitted will be 40 and the External Assessment based on Viva-voce/presentation will 60.

8.3.2. If a student fails to submit the project report on or before the specified deadline, he/ she is deemed to have failed in the Project Work and shall re-register for the same in a subsequent semester.

8.4. Seminar Papers – Not Applicable

The seminar / Case study is to be considered as purely INTERNAL (with 100%

internal marks only). Every student is expected to present a minimum of 2 seminars per semester before the evaluation committee and for each seminar, marks can be equally apportioned. The three-member committee appointed by the Dean /Director

will evaluate the seminar and at the end of the semester the marks can be

consolidated and taken as the final mark. The evaluation shall be based on the seminar paper (40%), presentation (40%) and response to the questions asked during presentation

8.5. Attendance and Assessment Record

Every teacher is required to upload on ERP the 'ATTENDANCE AND ASSESSMENT RECORD' which consists of attendance marked in each lecture or practical or project work class, the test marks and the record of class work (topic covered), separately for each course. The teacher is also expected to safely keep excel of the attendance and the assessments. The University or any inspection team appointed by the University may verify the records of attendance and   assessment of both current and previous semesters.

9. EXAM REGULATIONS

9.1. Requirements for appearing for End Semester Examinations- A student shall normally be permitted to appear for the End Semester Examinations for all the courses registered in the current semester (vide clause 9.10) if he/she has satisfied the semester completion requirements.

9.2. The students will be graded under absolute 10-point **Grading Scheme** as given below:

Grade	Range	Grade Point Attached
O	>=95	10
A+	>=85	9
A	>=75	8
B+	>=70	7
B	>=60	6
C	>=50	5
D	>=40	4
F	<40	0
AB	——	0

9.3. Passing Criterion

A student has to fulfil the following conditions to pass any B.Des academic programme:

- ➤ A student should earn minimum "D" grade in all courses separately. However, he/she can improve his/her grade ("D" grade onwards) by re-appearing.
- ➤ To pass a course, student must obtain 40% marks in the aggregate of Mid Semester Evaluation (MSE) & End Semester Examination (ESE). In order to pass a particular course, student must appear in the Final examination irrespective of the marks obtained in the Mid Semester Evaluation.
- ➤ For successful completion of a programme, the student should secure a minimum Cumulative Grade Point Average (CGPA) of 4.0 at the end of final year of the Programme.

9.4. Promotion to Next Year

The promotion rules are applicable only for under-graduate programs across the university.

The promotion rules for B.Des are as under:

1. The students will not be debarred from going to the 2nd year, irrespective of their result of the 1st year.
2. They will be promoted to 3rd year only if at least 60% of the courses prescribed in the 1st year (excluding TDL & Soft Skills) are clear.
3. Similarly, the conditions for promotion to 4th year will be clearing a minimum of 60% courses in 2nd year.
4. Finally, the students will become eligible to earn the degree only if they fulfil the passing criterion.

9.5. Exam Duration

All End Semester Examinations (ESE) would be of two hours duration unless specified otherwise.

9.6. Re-Appearing

There is a provision for re-appearing in the examination (without attending the course-work again) for a course. Re-appearing in examination will be in following cases:

1. A student who fails to meet passing criteria in a course shall be eligible to re-appear in the examination of such course as and when scheduled, with a view to improve the performance.
2. A student who fails to appear in the examination shall be eligible to subsequently re-appear in the examination when scheduled for the next batch of students.
3. The latest result obtained by the student in re-appear courses is considered final and the same will be considered for calculating his/her SGPA and CGPA.
4. There is no provision of re-appear in the Mid Semester Evaluation (MSE). **Students who have not passed a course need to take the re-appear of the End Semester Examination (ESE). The previous internal marks shall be carried forward.**
5. A student who has to re-appear in ESE in terms of provisions made above shall be examined as per the syllabus in the scheme of teaching applicable at the time of his/her joining the concerned programme. However, in cases where only some minor modifications have been made in the syllabus of the course(s) and the Dean/Director of the concerned Department certifies the same, the examination may be held in accordance with the revised syllabus.

9.7. Improvement of Score

➢ If a student has poor performance in a number of courses in a particular term, he may at his option, take only one academic break for one year, and re-

register for both the semesters of that academic year in the next academic year on payment of prescribed fee. Such a student may have the option of repeating any or all the courses in the semester(s) and retain the credits already earned by him in other course(s).

➢ A student shall be allowed to improve his SGPA and CGPA by re-appearing in the Examination(s) in the Courses of his choice when these examinations are held in normal schedule in which case his Mid Semester Evaluation (MSE) shall be carried forward. However, permission will not be granted to improve internal assessment. The best of the marks obtained in that subject(s) shall be taken into consideration for calculating the SGPA and CGPA and eligibility for award of a degree.

➢ A student, who has failed to meet the passing criteria (required CGPA), have the option to re-appear in the Final Examination (End Semester Examination) of those courses in which he/she desires to improve his/her performance in order to secure the minimum CGPA, when these examinations are scheduled for next batch of students. **Improvement is only possible in courses which have a written theory exam component in the ESE (VIVA, Jury and submission-based ESE cannot be taken for improvement).**

➢ Improvement in the score of courses completed by a student prior to his lateral entry in the University shall not be allowed.

9.8. Methods for Redressal of Grievances in Evaluation

Rechecking/Re-Evaluation of Answer Books of ESE:

1. Students are entitled to ask for re-checking or re-evaluation of any of his/her paper(s) on the payment of prescribed fee within the stipulated time as notified by the Controller of Examinations.

2. If the re-evaluated/ re-checked marks are less than the earlier obtained marks, the same less marks will be treated as final.

9.9. Disciplinary Control of Students in Examinations

1. The student shall maintain proper discipline and orderly conduct during the examinations. They shall not make use of any unfair or dishonest means or indulge in disorderly conduct in the examinations.
2. No student will be allowed to appear in the Examination unless he/she is carrying his/her **ID Card and Admit Card during End Semester Examination**. All the students reappearing in End Term Examination will be allowed with the valid admit card.
3. If a student is found in possession of written/printed matter related to the subject of examination on anything (such as mobile phone, piece of paper or cloth, scribbling pad etc.), other than the answer book, any other response sheet specifically provided by the University to the students, it will be treated as act of unfair means and such cases will be forwarded to Unfair Means Committee.

9.10. Duration of the Programme

The minimum period required for completion of a programme shall be as specified in the Scheme of Teaching and Examination and Syllabi for a programme approved by the Academic Council on the recommendations of the Board of Studies.

The maximum number of years within which a student must pass the credit requirements for award of a degree is as follows:

i. For 3/4 years Programs = n+2 years

The maximum permissible period includes academic break, if availed by the student.

9.11. Grade sheet

After results are declared, Grade Sheets will be issued to each student which will contain the following details:

> ➤ The list of courses registered during the semester and the grade scored.
> ➤ The Grade Point Average (GPA) for the semester. The Cumulative Grade Point Average (CGPA) of all courses enrolled from first semester onwards would be shown on the final semester grade sheet.

The Semester performance of a student is indicated as "Semester Grade Point Average (SGPA)". The SGPA is weighted average of Grade Points of all letter grades awarded to a student for all the Courses in the semester. The formula for Computing SGPA is given below:

$$\text{S GPA} = \frac{\text{Grade points secured in the Semester}}{\text{Associated Credits in the Semester}}$$

The overall performance of a student in all the previous Semester(s) including the current Semester is indicated as "Cumulative Grade Point Average (CGPA)". The Cumulative Grade Point Average (CGPA) is the weighted average of grade points of all letter grades awarded to a student for all the courses in the previous Semester(s) including the current Semester. The formula for computing CGPA is given below:

$$\text{CGPA} = \frac{\text{Cumulative Grade points secured in all the previous Semester(s) including the Current Semester}}{\text{Associated Credits in the previous Semester(s) including the current Semester}}$$

CGPA to Percentage Conversion Formula is given below:

Percentage (%) = CGPA (X) 10

9.12. Eligibility for the Award of the Degree

A student shall be declared to be eligible for the award of the Bachelor of Design, Degree Programme (B.Des) Degree provided that the student has:

1. Successfully gained the required number of total credits as specified in the curriculum corresponding to the student's programme within the stipulated time.

2. Successfully passed all the Courses as per curriculum.

3. Successfully completed the Programme requirements, appeared for the End-Semester   examinations and passed all the subjects prescribed.

4. The award of Degree must be approved by the Academic Council of SU.

9.13.   Declaration of Result

The university shall strive to declare the results of every examination conducted by it within a period of thirty days from the last date of the examination for that particular programme/course and shall in any case declare the results latest within a period of forty-five days from such date

9.14. Convocation

Convocation of the university shall be held every academic year for conferring degrees, diplomas, certificates and shall be conducted as specified in the Act/Statues. The dates for the

convocation (normally within six months) shall be notified well in advance to all the students.

10. PROVISION FOR AUTHORISED BREAK OF STUDY

10.1. Students who apply for Academic Break and the case is recommended by the Deans/Directors for justifiable reasons to be recorded, can be granted academic break of one year to the students, if approved by the Vice Chancellor, under the following circumstances:

> a. The student has been continuously ill.
> b. Career advancement
> c. Justified personal reasons.

10.2. The student who is granted academic break shall not be required to pay the academic fee for that year. However, on re-joining, he/she will pay the fee applicable to the batch he/she joins.

11. DISCIPLINE

Every student is required to observe discipline and decorous behaviour both inside and outside the University and not to indulge in any activity which will tend to bring down the prestige of SU. The disciplinary committee of the University enquires into acts of gross indiscipline and notify the University about the disciplinary action taken against the student.

12. REVISION OF REGULATIONS, CURRICULUM AND SYLLABI

School of Design, SU may from time-to-time revise, amend or change the Regulations, Curriculum, Syllabus and scheme of examinations as proposed by the BOS and approved by the Academic Council.

13. EXTRA/ CO-CURRICULAR ACTIVITIES OF THE SCHOOL

The School may have activities like Physical Activities (Sports), Cultural, literature and Media, Social Service Scheme (NSS), Self-Development such as Yoga and Human Values, Nature Club, Yoga, etc. focusing on the holistic development of its students.

Clubs At SoD (2023)

● The **Dance Club** at SoD takes immense pride in being able to express their emotions and spirits through the art of choreography. Teamwork and individual performances bring out the best values in the students.

● The **Theatre Club** at SoD carries a dynamism in its existence. It is a platform to highlight the values of the society through a participatory approach.

● The **Photography Club** of SoD aims at encouraging the budding cohorts of photographers to develop an eye for detail. The students showcase their work on social media and exhibitions.

● The **Music Club** at SoD displays a wide range of musical genres such as jazz, rock, pop, grunge, rap etc. that are pursued passionately by the students.

● The **Art Club** of SoD is a platform to actively create marvelous art pieces outside the classroom both for internal events as well as exhibitions.

● The **Literature Club** at SoD is the place for writers to unleash their passion for writing. There is a diversity in the form of expression: poems, prose, research writing and so on.

● The **Sports Club** of SoD aims to achieve excellence in sports. Participation in different sports fosters leadership, teamwork, discipline, and confidence in the students.

PROGRAMME STRUCTURE OF THE RESPECTIVE PROGRAM

S.No	Nature	Color Code
1	Courses with focus towards promoting Employability	
2	Courses with focus towards promoting Entrepreneurship	
3	Courses with focus towards promoting Skill Development	
8	Courses with focus towards promoting Employability, Entrepreneurship & Skill Development	

Bachelor of Design

Course Structure

Communication Design

2023-2027

As approved by BOS held on 19th May 2023

SEMESTER-I (Common Foundation Programme)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Lectures (L) Hours / Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses
Core Courses							
23BCF-1P05	Materials & Exploration I	Employability /Skill Development	1	1	2	3	
23BCF-1P06	History of Art & Design I	Skill Development	2	1	0	3	
23BCF-1P02	Storytelling & Creative Writing	Skill Development/ Entrepreneurship	1	1	0	2	
23BCF-1P03	Visualization & Representation	Employability/ Skill Development/Entrepreneurship	1	2	2	4	
23BCF-1P04	Contextual Studies I	Employability/ Skill Development/Entrepreneurship	1	2	2	4	
Skill Enhancement Course (SEC)							
23BCF-1P01	Color & Light		1	1	0	2	
Ability Enhancement Course (AEC)							
	English Communication/Modern Indian Language	Skill Development	1	0	2	2	
						20	

SEMESTER-II (Common Foundation Programme)

Course Code	Course Title	Employability/Skill Development /Entrepreneurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses
Core Courses							
23BCF -2P01	Film, Media and Culture	Employability/ Skill Development/Entrepreneurship	1	1	0	2	
23BCF -2P03	Image Making & Representation	Employability/ Skill Development/Entrepreneurship	1	2	2	4	
23BCF -2P04	Contextual Studies II	Employability/ Skill Development/Entrepreneurship	1	2	2	4	
23BCF -2P05	Materials & Exploration II	Employability/ Skill Development/	1	1	2	3	
23BCF -2P06	History of Art & Design II	Skill Development/	2	1	0	3	
Skill Enhancement Course (SEC)							
23BCF -2P02	User Study & Experience	Employability/ Skill Development/Entrepreneurship	1	0	2	2	
Ability Enhancement Course (AEC)							
EVS2111	Environmental Science		1	0	2	2	
						20	

SEMESTER III (Domain Foundation Programme)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses
Core Courses							
23BCF-3P04	Craft and Textile Heritage	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	
23BCF-3P03	Brand Identity Design	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	
23BCF-3P02	Design Analysis and Applications I	Employability/ Skill Development/ Entrepreneurship	1	2	2	4	
23BCF-3P01	Digital Design & Presentation I	Employability/ Skill Development/	1	2	2	4	
	Discipline Specific Elective II		1	1	0	2	
Skill Enhancement Course (SEC)							
23BDS-3P05	Foreign Language/MOOC /	Skill Development	1	1	0	2	
Ability Enhancement Course (AEC)							
23DEL-3P01 23DEL-3P02 23DEL-3P03	Discipline Specific Elective I		1	1	0	2	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course		1	0	2	2	
						22	

SEMESTER IV (Domain Foundation Programme)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses
		Core Courses					
23BCF-4P04	Packaging Design	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	
23BCF-4P05	Theatre Art Costumes	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	
23DEL-4P01 23DEL-4P02 23DEL-4P03	Discipline Specific Elective III	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	
23BCF-4P02	Design Analysis and Applications II	Employability/ Skill Development/ Entrepreneurship	1	2	2	4	
23BCF-4P03	Spatial & Furniture Analysis	Employability/ Skill Development/ Entrepreneurship	1	2	2	4	
		Skill Enhancement Course (SEC)					
23BCF-4P01	Digital Design & Presentation II	Employability/ Skill Development	1	1	2	3	
		Generic Electives I (GE I)					
TDCC	Trans Disciplinary Certificate Course		1	0	2	2	
						22	

SEMESTER V (Specialization)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses
Core Courses							
21BCD-5P01	Infographics (typography)	Employability/ Skill Development/	1	1	4	4	
21BCD-5P02	Brand Personality Design	Skill Development/ Entrepreneurship	1	1	2	3	
21BCD-5P03	Semiotics (symbolic representation, signs, Logo symbols)	Skill Development/ Entrepreneurship	1	1	2	3	
21BCD-5P04	Advertising	Employability/ Skill Development/ Entrepreneurship	1	2	0	3	
23DEL-5P01 23DEL-5P02 23DEL-5P03	Discipline Specific Elective IV	Employability/ Skill Development/ Entrepreneurship	1	1	0	2	
23BCD-5P05	Storytelling for Documentary Films	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	
23BDS-5P06	Internship Evaluation	-	0	2	0	2	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course		1	0	2	2	
						22	

SEMESTER VI (Specialization)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses
Core Courses							
23BCD-6P01	Animation	Employability/ Skill Development/ Entrepreneurship	1	1	4	4	
23BCD-6P02	UX/UI	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	
23BDS-6P03	(**Certification Course** done by Industry entities out of the pool approved by BoS)	Employability/ Skill Development/ Entrepreneurship	1	1	4	4	
23BCD-6P04	Film and video	Employability/ Skill Development/ Entrepreneurship	1	2	0	3	
23DEL-6P01 23DEL-6P02 23DEL-6P03	Discipline Specific Elective V	Employability/ Skill Development/ Entrepreneurship	1	1	0	3	
23BDS-6P05	Practice Management	Skill Development/ Entrepreneurship	1	2	0	3	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course	Employability/ Skill Development/	1	0	2	2	
Total						22	
Claim credits for Scopus/ABDC/UGC/ Patent granted/national level Sport medal/National level championship winner (1st to 3rd) like Hackathon etc						2	

SEMESTER VII (Specialization)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses
		Core Courses					
23BCD-7P01	Thesis-Communication Design	Employability/ Skill Development/	3	4	10	12	
23BCD-7P02	Learning Design	Employability/ Skill Development/ Entrepreneurship	1	2	2	4	
23BCD-7P03	Portfolio & Presentation	Employability/ Skill Development/	1	1	2	3	
23BCD-7P04	Thesis Report	Skill Development/	1	2	0	3	
		Generic Electives I (GE I)					
TDCC	Trans Disciplinary Certificate Course	Employability/ Skill Development/ Entrepreneurship	1	0	2	2	
						24	

SEMESTER VIII (Specialization)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses
		Core Courses					
23BDS-8P01	Internship	Employability/ Skill Development/	0	0	12 weeks	20	

SEMESTER III

	SCHOOL OF DESIGN Syllabus

23BCF-3P01	LTP: 1-2-2	B.DES

DIGITAL DESIGN AND PRESENTATION I	VERSION :2023

Objective:

This course is oriented towards developing skills in graphic communication. It involves combining and organizing the graphic elements of type with illustrative and photographic images, diagrams, signs and symbols. It also includes the finding of appropriate design contexts, and the recognition of creative opportunities and practical constraints within a range of diverse graphic applications. It covers the development of ideas into graphic designs and presenting them suitably to an audience.

Course Outcomes:

	Course Outcomes (COs)	Mapped Program Outcomes (POs)
CO1	Methodically investigate the design contexts, opportunities and constraints of briefs.	PO1, PO2, PO3, PO5, PO10
CO2	Understanding of factors which enhance or obstruct graphic communication.	PO1, PO2, PO3, PO5, PO10
CO3	Develop ideas into effective graphics designs for a range of applications.	PO1, PO2, PO3, PO5, PO10
CO4	Present designs to an audience clearly.	**PO1, PO2, PO3, PO5, PO10**

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	L	L	M		H					H		
CO2	L	L	M		H					H		
CO3	L	L	M		H					H		
CO4	L	L	M		H					H		

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	L	L	M		H						H			H	H	H			
CO2	L	L	M		H						H			H	H			M	
CO3	L	L	M		H						H					M	H		
CO4	L	L	M		H						H								

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

Scheme:

This course is comprised of practical demonstrations and tutorials along with lecture components.

Course Contents:

Students will learn how to develop and record ideas for a range of applications. These may include individual pages, book design, poster design, promotional material, informational material or packs, exhibition and display panels, website information pages, film titles, audio-visual information and multimedia material. This will involve the following modules:

Unit 1:

Using different ideas-generation methods, graphic media and techniques, worksheets and sketchbooks.

Unit 2:

Organizing a diverse amount of information (eg typographic, illustrative and photographic images, aesthetic values, and use of charts, diagrams, signs and symbols). Production methods offer different opportunities and constraints for design. Students will need to be able to recognize how differences in production methods affect their designs.

These include: Paper-based media & Electronic or digital media, 3D applications.

Pedagogy:

Lectures, practical demonstration, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further research in given assignments.

Reference Books:

1. Martin, D. (1995). Graphic design: Inspirations and innovations. Rockport, MA: Rockport Publishers.

2. Lewis, B. (1987). An introduction to illustration. New York, NY: Apple Press.

3. Wood, R. J. (1991). Handbook of illustration. London, UK: Studio Vista

*Additional references/ reading material could be suggested by the subject faculty

	SCHOOL OF DESIGN Syllabus
23BCF-3P02	**LTP: 1-2-2**	**B.DES**
DESIGN ANALYSIS AND APPLICATIONS I	**VERSION :2023**

Objective:

To enable the students to

- Analyzing design elements
- Understanding design theories and principles
- Developing analytical skills
- Applying design analysis techniques
- Enhancing design decision-making

This course will help the students to empower the necessary skills and knowledge by critically analyzing the designs, make informed decisions, and continuously improve their design work. These skills will help the students to be better equipped to create impactful and user-centered designs that meet the needs and expectations of users.

Course Outcomes:

	Course Outcomes (COs)	**Mapped Programme Outcomes (POs)**
CO1	Apply design analysis techniques	**PO1, PO3, PO7, PO10**
CO2	Conduct user research	**PO1, PO2, PO7, PO10**
CO3	Interpret and present design analysis data	**PO1, PO2, PO3, PO5, PO10**
CO4	Iterative design improvement	**PO1, PO2, PO3, PO4, PO5, PO7, PO10**
CO5	Apply ethical considerations & reflect on design choices	**PO1, PO2, PO3, PO4, PO5, PO7**

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H		L				M			H		
CO2	H	M					M			H		
CO3	H	M	M		M					H		
CO4	H	H	L	H	M		M			H		
CO5	H	H	L	H	M		M			H		

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H					H			
CO2	H	M					M			H				H		M		
CO3	H	M	M		M					H				H				
CO4	H	H	L	H	M		M			H				H		H	M	
CO5	H	H	L	H	M		M			H								

Scheme:

This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.

Course Contents:

Unit 1:

Introduction to Design Analysis - Understanding the role of design analysis in the design process along with principles and theories of design analysis. Importance of user-centered design and its relationship to design analysis

Unit 2:

Design Elements and Principles -Analyzing the relationship between design elements and principles

Unit 3:

User Research Methods - Introduction to user research in design analysis and learning to plan and conduct user interviews and surveys along with usability testing and user observation techniques

Unit 4:

Evaluating User Experience

Analyzing and evaluating the user experience in design with cognitive walkthroughs and heuristic evaluations to understand user feedback and incorporate it into design analysis.

Unit 5:

Data Analysis and Visualization - Interpreting and visualizing design analysis data by using data to inform design decisions and improvements.

Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

TEXT & REFERENCES

1. Hope, A., & Walch, M. (1990). The color compendium. New York: Van Nostrand Reinhold.
2. Itten, J., & In Birren, F. (2003). The Elements of color. New York [N.Y.: John Wiley & Sons.]
3. Albers, J. (2013). The interaction of color, New Haven: Yale University.
4. King, D. B., & Wertheimer, M. (2008). Max Wertheimer & Gestalt theory. New Brunswick, NJ: Transaction Publ.
5. Bowers, J. (2008). Introduction to two-dimensional design: Understanding form and function. Hoboken, N.J: Wiley.
6. Itten, J. (2004). The art of color: The subjective experience and objective rationale of color. New York: John Wiley.
7. Proctor, R. (1990). Principles of pattern design. New York: Dover Publication.
8. Elam, K. (2011). Geometry of design: Studies in Proportion and Composition., New York: Princeton Architectural Press.

*Additional references/ reading material could be suggested by the subject faculty

Sushant University	**SCHOOL OF DESIGN** **Syllabus**	
23BCF-3P03	**LTP: 1-1-2**	**B.DES**
Brand Identity Design	**VERSION :2023**	

Objectives

- Understand the importance of brand identity design.
- Learn the different elements of brand identity design.
- Be able to create effective brand identity designs.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define brand identity design and explain its importance.	PO4,PO5
CO2	Identify the different elements of brand identity design.	PO1
CO3	Apply the different elements of brand identity design to create effective designs.	PO1,PO2
CO4	Conduct research on target audiences and competitors.	PO1,PO3
CO5	Develop creative concepts and ideas.	PO1,PO2,PO3,PO8
CO6	Use design software to create effective visual representations of their ideas.	PO1,PO2,PO3,PO8,PO9,PO10
CO7	Present their work to clients and stakeholders.	PO2,PO3,PO8,PO9,PO10

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1				M	M							
CO2	H											
CO3	L	H										
CO4	L		H									
CO5	L	L	H					H				
CO6	M	M	L					M	H	H		
CO7		M	L					L	M	M		

L= Weakly mapped
M= Moderately mapped
H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1				M	M														
CO2	H														H		H		
CO3	L	H																	
CO4	L		H													H			
CO5	L	L	H					H									H		
CO6	M	M	L					M	H	H									
CO7		M	L					L	M	M									

Scheme:
This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.

Unit 1:

Introduction to Brand Identity Design
- o What is brand identity design?
- o Why is brand identity design important?
- o The history of brand identity design

Unit 2:

The Elements of Brand Identity Design
- o Brand name
- o Brand logo
- o Brand colors
- o Brand typography
- o Brand imagery
- o Brand tone of voice

Unit 3:

Creating Effective Brand Identity Designs
- o Conducting research on target audiences and competitors
- o Developing creative concepts and ideas
- o Using design software to create effective visual representations of their ideas
- o Presenting their work to clients and stakeholders

Unit 4:

Case Studies
- o Studying the work of other designers
- o Analyzing successful and unsuccessful brand identity designs

Unit 5:

Conclusion
- o Summary of the course
- o Discussion of the future of brand identity design

Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

Book References

- Aaker, D. A. (2019). Building strong brands (11th ed.). Simon & Schuster.
- Blyth, A., & Monk, C. (2018). Brand identity design: A practical guide (2nd ed.). Laurence King Publishing.
- Lupton, E. (2017). Branding: The essentials. Laurence King Publishing.
- McNamara, D. (2018). Designing brand identity. RotoVision.

- Ries, A., & Trout, J. (2017). Positioning: The battle for your mind (20th anniversary ed.). McGraw-Hill Education.

*Additional references/ reading material could be suggested by the subject faculty

Sushant University	**SCHOOL OF DESIGN** **Syllabus**

23BCF-3P04	**LTP: 1-1-2**	**B.DES**

Craft and Textile Heritage	**VERSION :2023**

Objective:

- To impart knowledge on various traditional printing techniques and basic embroideries of India
- To gain practical knowledge on different fabric development processes
- To provide a balanced mix of theory and practical knowledge tied up with several situations in craft and textile industry.
- Focus on experimental learning through understanding of basic and simple design development solutions to challenging authentic results

This course will help the students to empower the necessary skills and knowledge by critically analyzing the designs, make informed decisions, and continuously improve their design work. These skills will help the students to be better equipped to create impactful and user-centered designs that meet the needs and expectations of users.

Course Outcomes:

The learning outcomes that students are expected to achieve in this course include:
- At the end of the course students will able to understand the traditional textiles of India, application of various techniques in ornamentation.
- At the end of the course students able transform their ideas into craft and textiles by studying, analyzing, & selecting the proper fabric type.

Course Outcomes:

	Course Outcomes (COs)	Mapped Program Outcomes (POs)
CO1	Apply design analysis techniques	PO1, PO2, PO3, PO7, PO10
CO2	Conduct user research	PO1, PO2, PO7, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	L	L				M			H		
CO2	H	M					M			H		

L= Weakly mapped
M= Moderately mapped
H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	L	L				M			H						H			
CO2	H	M					M			H					H		M		

Scheme:
This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.
Course Contents:

Unit 1: Craft Heritage

Introduction to Craft Heritage, Craft Historical Evolution, Investigate the origins and evolution of numerous crafts in various countries and time periods. Crafts' Cultural Importance Investigate the links between crafts and identity, community cohesiveness, and intangible cultural heritage. Craft Techniques and Skills from the Past, Traditional craft practises such as weaving, pottery, woodwork, metallurgy, and embroidery should be studied. Examine the significance of craft groups and craftspeople in preserving and transmitting craft traditions. Examine the social and economic aspects of craft societies, such as apprenticeship systems, labour division, and gender roles. Discuss the economics of crafts, such as market trends, manufacturing models, and revenue generating.

UNIT-II-Textile Heritage

Introduction to Textile Heritage, Textile Development Throughout History, Follow the progression of textiles from ancient civilizations to the present. Examine how technical improvements, trading routes, and cultural interactions affect textile manufacture. Artistry and Traditional Textile Techniques, Investigate traditional textile methods including weaving, dying, printing, and embroidery. Analyze the creative aspects, themes, and meaning present in traditional textiles. Examine the cultural significance and symbolism linked with textiles in various communities and countries. Investigate the importance of textiles in rituals, rites, clothing, and the construction of identity. Textile Heritage Conservation & Preservation, Investigate the problems and strategies involved in the preservation and conservation of historic textiles.

Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

TEXT & REFERENCES

1. Anne Mathew, "Vogue Dictionary of Crochet Stitches", David and Charles, London,1989 2.
2. Barbara Snook, "Creative Art of Embroidery", Numbly Pub. Group Ltd, London, 1972 "
3. Gail L., cc Inspirational Ideas for embroidery On clothes and accessories", Search press Ltd, 1993
4. Readers Digest: Complete Guide to Needle work-APH Corp, New Delhi 1996
5. Shailaja Naik, " Traditional Embroideries Of India", APH Publishing corporation, New Delhi, 1996 ' 38 6.
6. Sheila Paine: Embroidered Textile –Thames & Hudson Ltd.1990

*Additional references/ reading material could be suggested by the subject faculty

SEMESTER IV

Sushant University	**SCHOOL OF DESIGN** **Syllabus**	
23BCF-4P01	**LTP: 1-1-2**	**B.DES**
DIGITAL DESIGN AND PRESENTATION II	**VERSION :2023**	

Objective:

To enable the students to

- create and deliver visual content using digital tools.
- create animated films, visual effects, art, 3D-printed models, motion graphics, interactive 3D applications, virtual reality, and, formerly, video games.

This course can include anything from creating a website to designing a presentation to making a video. It helps you create a portfolio by designing websites, creating presentations, or making videos. It also includes the finding of appropriate design contexts, and the recognition of creative opportunities and practical constraints within a range of diverse 3D applications. It covers the development of ideas into 3- dimensional designs and presenting them suitably to an audience.

Course Outcomes:

	Course Outcomes (COs)	**Mapped Programme Outcomes (POs)**
CO1	Introduction of 3D modelling on the computer through software.	PO3, PO5, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	L	H	L	H	L	M	L	M	M	M	M

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M	L	H	L	H	L	M	L	M	M	M	M			H		H		

Scheme:

This course is comprised of about 45 hours of Modules in a Semester or 3 hours per week.

Course Contents:

Unit 1:
Introduction to 3D Modeling –3D modeling is the process of gradually building an item by adding components to make geometric shapes.

Unit 2:
Rigging & Animation – Helps you to create and animate characters as well as create smooth and realistic animations.

Unit 3:

Environmental visualization in Game creation – game engine that allows you to create and export games. Environmental visualization is the process of creating realistic and immersive environments for video games. It is a critical part of game development, as it can help to create a sense of place and atmosphere, and immerse players in the game world

Unit 4:
Rendering – engine that allows you to create high-quality rendered images and videos and compositing toolset that allows you to combine images and videos to create stunning visuals.

Unit 5:
Motion tracking & compositing – toolset that allows you to import real-world footage and track its movement and compositing toolset that allows you to combine images and videos to create stunning visuals.

Unit 6:
Video editing – video editing toolset that allows you to edit and export videos.

Unit 7:
Simulation – Toolset that allows you to create realistic simulations of fluids, smoke, and other effects.

Pedagogy:

It would be a practical course with a lot of demonstrations.

TEXT & REFERENCES

1. Schell, J. (2008). The art of game design: A book of lenses. Amsterdam; Boston: Elsevier/Morgan Kaufmann.
2. Martin, D. (1995). Graphic design: Inspirations and innovations. Rockport, MA: Rockport Publishers.
3. Lewis, B. (1987). An introduction to illustration. New York, NY: Apple Press.
4. Wood, R. J. (1991). Handbook of illustration. London, UK: Studio Vista

*Additional references/ reading material could be suggested by the subject faculty

	SCHOOL OF DESIGN Syllabus
23BCF-4P01 / **LTP: 1-1-2**	**B.DES**
SPATIAL & FURNITURE ANALYSIS	**VERSION : 2023**

Objectives:

To enable the students to

- Understand anthropometry and enhance the knowledge of ergonomics to create ability to understand furniture design and to draw and render the furniture.
- To get the knowledge about the furniture used in different materials.

This course helps the student to familiarize the students about the knowledge of furniture design and various aspects involved in the Design of furniture for various spaces. Objective of this course is to develop competency to design and manufacture furniture in relation to human Forms and use it for different purpose & functionality.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Explore the intersection of architecture, art, and design in this hands-on furniture design course	PO1, PO2, PO5, PO7, PO10
CO2	Understand various styles, systems, and products available in the market.	PO1, PO2, PO3, PO7, PO8, PO10
CO3	Hand-on experience on production of furniture for various classes of people with the parameters of economy and culture.	PO1, PO2, PO4, PO5, PO8, PO9, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H	H	M	L	H	L	H	L	L	H	L	M

CO2	H	H	H	L	M	M	H	H	L	H	M	M
CO3	H	H	L	H	H	M	M	H	H	H	L	H

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			

Scheme:

The course comprises of 60 hours of lecture, tutorial and workshop hours in a semester spread across as modules or 4 hours per week schedule.

UNIT 1:

Importance of furniture: study of shapes, forms finishes on furniture. Environmental conditions influencing furniture designs: Climatic, social, economic, availability of materials and construction techniques

UNIT 2:

Free Hand Sketches: Furniture used in spaces such as office, shops and restaurants etc.

UNIT 3:

Anthropometry: Study of Anthropometric and ergonomic data in relation to various furniture, Diagrammatic representation through charts. An exercise has to be done where actual measurements have to be taken in relation to various furniture presentations in report form.

UNIT 4:

Introduction to various Material and Hardware Used in Furniture: Wood, metals used in Furniture. Types of wood based products, Methods of care and maintenance, economics of furniture, durability and usability.

UNIT 5:

Techniques of finishing the Surfaces: Wood and Metal Paints, Polishes and varnishes etc: hand painting, brush painting, roller, spray etc.

UNIT 6:

Scaled Drawing:

Pedagogy:

The course is structured around a series of core modules through a combination of lectures, seminars, field visits, market surveys and team-based project presentations, with most of the contact hours taking place in small groups of students. Studio exercises will be intended to provide experience in both design and execution of furniture and millwork.

TEXT & REFERENCES

Text Book(s):

1. The Encyclopedia of Furniture, Joseph Aronson, Crown Publishers, New York
2. Time Saver Standards for Interior Design, Joseph De Chiara, McGraw Hill, New York

Reference Book(s):

1. Aronson, J. (1961). The encyclopedia of furniture: Third edition. New York, NY: Crown Publishers.

2. Quinn, B. (2006). Mid-century modern: Interiors, furniture, design details. London, England: Conran Octopus.

3. Postell, J. (2007). Furniture design. Hoboken, NJ: Wiley.

4. Lucie-Smith, E. (1985). Furniture: A concise history (World of Art). London, England: Thames and Hudson.

5. Blakemore, R. G. (2005). History of interior design and furniture: From ancient Egypt to nineteenth-century Europe. Hoboken, NJ: Wiley.

6. Pile, J. F. (1995). Interior design (2nd ed., illustrated). New York, NY: H. N. Abrams.

*Additional references/ reading material could be suggested by the subject faculty

||Sushant University (logo)	**SCHOOL OF DESIGN** **Syllabus**	
23BCF-3P02	**LTP: 1-2-2**	**B.DES**
DESIGN ANALYSIS AND APPLICATIONS II	**VERSION :2023**	

Objective:

Students will develop an advanced understanding of design analysis principles, theories, and methodologies. They will be able to apply advanced analytical techniques to evaluate and critique designs effectively. Students will develop expertise in analyzing design aesthetics and emotional responses. They will understand the psychological impact of design elements and how to manipulate them to evoke desired emotional responses and user perceptions.

The objective of the course is to build upon the foundational knowledge and skills acquired in the introductory Design Analysis and Applications course. It aims to further develop students' understanding and expertise in the critical evaluation and practical application of design concepts.

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Advanced understanding of design analysis principles and proficiency in advanced evaluation methods	
CO2	Expertise in aesthetic and emotional analysis and specialization in usability testing in various contexts	
CO3	Design for accessibility and inclusivity	
CO4	Strategic design thinking and decision-making	
CO5	Awareness of emerging trends and technologies and critical thinking and problem-solving	

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H	H	M	L	H	L	H	L	L	H	L	M
CO2	H	H	H	L	M	M	H	H	L	H	M	M
CO3	H	H	L	H	H	M	M	H	H	H	L	H

H=High, M=Medium, L=Low

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	
CO5	H	H	L	H	M		M			H									

Unit1: Advanced Design Analysis Principles

- Advanced design analysis theories and concepts
- Critical analysis of design elements, principles, and aesthetics
- Semiotics and its application in design analysis
- Cognitive and emotional aspects of design analysis

Unit2: Advanced Evaluation Methods

- Eye-tracking studies and analysis
- Physiological measurements in design analysis
- User sentiment analysis and emotional response assessment
- Neurodesign and its application in understanding user experiences

Unit3: Data-Driven Design Decision Making

- Introduction to data analytics for design analysis
- Statistical analysis techniques for design data
- Data visualization for design insights
- Predictive modeling for design decision making

Unit4: Advanced Usability Testing

- Usability testing in mobile devices and responsive design
- Usability testing for virtual reality and augmented reality interfaces
- Advanced usability testing techniques for interactive systems
- Analyzing and interpreting usability test results

Unit5: Aesthetic and Emotional Analysis

- Advanced theories of design aesthetics
- Analyzing emotional responses to design

- Psychological impact of design on user experiences
- Manipulating design elements for desired emotional responses

Unit6: Design Semiotics and Communication

- Semiotic analysis of visual communication in design
- Interpretation of symbols, signs, and visual elements
- Analyzing cultural and social implications in design communication
- Nonverbal communication and its impact on design analysis

Unit7: Design for Accessibility and Inclusivity

- Inclusive design principles and guidelines
- Analyzing designs for accessibility barriers
- Proposing improvements for inclusive design
- User-centered design for diverse user groups

Unit8: Strategic Design Thinking and Decision Making

- Integrating design analysis into strategic decision-making process
- Aligning design objectives with business goals
- Market research and user insights in design analysis
- Design management and leadership in design analysis

Unit9: Emerging Trends and Technologies in Design Analysis

- Impact of emerging technologies on design analysis
- Analyzing data from IoT devices for design insights
- Design analysis in artificial intelligence and machine learning applications
- Ethical considerations in design analysis of emerging technologies

Unit10: Advanced Case Studies and Project

- Analysis of complex design problems and case studies
- Applying advanced design analysis techniques to real-world projects
- Presenting findings and recommendations based on design analysis
- Integration of design analysis with the design process

Pedagogy:

- The course is structured around a series of core modules through a combination of lectures, seminars, field visits, market surveys and team-based project presentations, with most of the contact hours taking place in small groups of students. Studio exercises will be intended to provide experience in both design and execution of furniture and millwork.

Text & References:

- Walter, A. (2011). Designing for Emotion. New Riders.
- Lidwell, W., Holden, K., & Butler, J. (2010). Universal Principles of Design. Rockport Publishers.
- King, R., Churchill, E. F., & Tan, C. (2017). Designing with Data: Improving the User Experience with A/B Testing. O'Reilly Media.
- Goodman, E., Kuniavsky, M., & Moed, A. (2012). Observing the User Experience: A Practitioner's Guide to User Research. Morgan Kaufmann.
- Sauro, J., & Lewis, J. R. (2016). Quantifying the User Experience: Practical Statistics for User Research. Morgan Kaufmann.
- Norman, D. (2013). The Design of Everyday Things. Basic Books.
- Tullis, T., & Albert, W. (2013). Measuring the User Experience: Collecting, Analyzing, and Presenting Usability Metrics. Morgan Kaufmann.
- Tidwell, J. (2010). Designing Interfaces: Patterns for Effective Interaction Design. O'Reilly Media.

*Additional references/ reading material could be suggested by the subject faculty

Sushant University	**SCHOOL OF DESIGN** **Syllabus**	
23BCF-4P05	**LTP: 1-1-2**	**B.DES**
THEATRE ART COSTUMES		**VERSION :2023**

Objective:

This Course enables students to demonstrate familiarity with the fundamentals of the social/psychological aspects of why people wear clothing. Designing theatrical costumes based on historic period and character development, as well as interpretive designs, with an emphasis on clearly communicating ideas from research through drawing and fabric selection.

Projects include character analysis from a designer's viewpoint, character breakdowns, budgeting, and construction solutions.

	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Students with the skills to enter the professional arena by understanding how a costume can become a viable element of the storytelling through character design.	PO1, PO2, PO5
CO2	Learn to practice the verbal and visual presentation of their ideas.	PO1, PO2
CO3	Understanding of how to break down a script and analyze each character's movies and movements and how the costume design can facilitate the story.	PO1, PO5
CO4	Developed there to learn how to assist another Artist from brainstorming to allocating tasks with team members. They will learn a mul7-pronged process that involves planning and strategy that revolves around feedback delivered collaboratively .	PO5, PO6

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**

CO1	H	H	L	M	H	L	M	M
CO2	H	H	L	M	M	L	M	L
CO3	H	M	L	M	H	H	L	L
CO4	M	M	L	L	H	H	M	M

H=High, M=Medium, L=Low

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	

Course Contents

The course would be divided into 3 Phases- Pre Design, Design and Post-Design Phase.

Unit1:
- This is an intermediate workshop designed for students who have a basic understanding of the principles of theatrical design and who want a more intensive study of costume design and the psychology of clothing.

Unit2:
- Students develop designs that emerge through a process of character analysis, based on the script and directorial concept. Period research, design, and rendering skills are fostered through practical exercises.

Unit3:
- Instruction in basic costume construction, including drafting and draping, provide tools for students to produce final projects.

Unit4:
- To introduce the discipline of costume design, including character/script analysis, research, rendering, and production values.

Unit5:
- Correlate costume design to the literary, historical, and social/psychological aspects of the dramatic literature.

Pedagogy
Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further studio practice in given assignments.

Text & References

- HongJian, G. A. O., & Ma, X. (2015). Research on Key Technologies of Electroluminescent Costumes' Application.
- Edwards, B. (2008). *Drawing on the artist within*. Simon and Schuster.
- Baring-Gould, S. (2017). Little Red Riding Hood (1895). In *The Trials & Tribulations of Little Red Riding Hood* (pp. 197-200). Routledge.

*Additional references/ reading material could be suggested by the subject faculty

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BCF-4P04	LTP: 1-1-2	B.Des
Packaging Design		Version: 2023

Objective:

This course will introduce students to the principles and practices of packaging design. Students will learn about the different types of packaging, the role of packaging in marketing, and the design process. Students will also have the opportunity to create their own packaging designs.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand the principles of packaging design and explain its role in marketing	PO1, PO3, PO7, PO12
CO2	Apply the design process to create effective and appealing packaging	PO1, PO2, PO3, PO4, PO7, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords / COURSE OUTCOMES	Knowledge & Expertise of Design Field PO1	Research PO2	Information & Digital Literacy PO3	Problem Solving PO4	Design, Communication & Presentation Skills PO5	Behavioral Skills, Teamwork & Leadership PO6	Globalization PO7	Ethical, Social & Professional Understanding PO8	Employability, Entrepreneurship PO9	Lifelong Learning PO10	Organizational Behavior PO11	Finance & Marketing PO12
CO1	H		H	L		L	M	L			L	H
CO2	H	H	H	H		L	M	L	L	M	L	M

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		H	L		L	M	L			L	H		H		M		H	
CO2	H	H	H	H		L	M	L	L	M	L	M				H			

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12 lectures in each module.

Unit 1: Introduction to Packaging Design:

- Overview of the importance of packaging in marketing and branding.

- Exploration of the role of packaging in product protection and user experience.

- Introduction to the elements of packaging design, such as shape, color, typography, and materials

Unit 2: Packaging Design Principles:

- Understanding the principles of composition and layout in packaging design.

- Analysis of successful packaging designs and their impact on consumer perception.

- Introduction to design theories and their application in packaging

Unit 3: Structural Design and Materials:

- Exploring different packaging types, such as boxes, bottles, bags, and containers.

- Understanding the structural considerations in packaging design.

- Introduction to materials and their suitability for specific products and branding.

Unit 4: Graphic Design for Packaging:

- Applying graphic design principles to packaging.

- Creating compelling visuals, logos, and branding elements.

- Understanding the use of color, typography, and imagery in packaging.

Unit 5: Industry Trends and Professional Development:

- Staying updated on current trends and innovations in packaging design.

- Exploring career opportunities in packaging design.

- Networking with professionals in the industry and seeking feedback on portfolio.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further studio practice in given assignments.

Text & References

- Heller, S., & Fernandez, T. (2018). Packaging Design: A Comprehensive Guide. Rockport Publishers.

- Mayer, R. B. (2012). Packaging Design: Successful Product Branding From Concept to Shelf. Wiley.

- Wiedemann, J., & Pentawards. (2019). The Package Design Book. Taschen.

- Ellicott, J., & Roncarelli, D. (2015). Packaging Essentials: 100 Design Principles for Creating Packages. Rockport Publishers.

- Ball, D. W. (2010). Graphics and Packaging Production. Apple Academic Press.

*Additional references/ reading material could be suggested by the subject faculty

Semester V

	SCHOOL OF DESIGN
Sushant University	**Syllabus**
21BCD-5P01	**LTP: 1-1-4** **B.DES Communication Design**
Infographics	**Version: 2023**

Course Objectives:

This advanced undergraduate course in infographics is designed to provide students with an in-depth understanding of the principles, techniques, and best practices involved in creating effective and visually compelling infographics. Through a combination of theoretical knowledge and practical exercises, students will develop the necessary skills to design, analyze, and present complex information in a visually appealing and accessible manner.

Learning Outcomes:

By the end of this course, students will be able to:

1. Apply data visualization techniques to enhance information clarity and comprehension.

2. Utilize various tools and software to create professional-quality infographics.

3. Critically assess the ethical and social implications of infographics.

Course Outcomes:

	Course Outcomes (COs)	**Mapped Programme Outcomes (POs)**
CO1	Apply data visualization techniques to enhance information clarity and comprehension.	PO3
CO2	Utilize various tools and software to create professional-quality infographics.	PO6
CO3	Critically assess the ethical and social implications of infographics.	PO5, PO10, PO11

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	M	M	H	L	L	M	L	L	H	L	H
CO2	H	M	M	H	M	L	L	L	M	H	M	M
CO3	H	M	M	H	M	L	L	L	M	H	M	M

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	H	L	L	M	L	L	H	L	H		H					
CO2	H	M	M	H	M	L	L	L	M	H	M	M				H			
CO3	H	M	M	H	M	L	L	L	M	H	M	M				H			

Scheme:

Tutorial sessions, presentations, and group discussions in class.

Unit 1: Planning and Research for Infographics

- Defining the purpose, audience, and goals of an infographic.

- Conducting research and gathering data from reliable sources.

Unit 2: Data Visualization Techniques

- Exploring different types of data and choosing appropriate visual representations.

- Designing effective charts, graphs, and maps.

- Using color, typography, and icons to enhance data visualization.

Unit 3: Design Principles for Infographics

- Understanding the principles of graphic design and layout.

- Applying visual hierarchy and gestalt principles to create effective compositions.

- Using grids, alignment, and spacing for organizing information.

Unit 4: Interactive and Animated Infographics

- Understanding the concept of interactivity in infographics.

- Exploring techniques for creating interactive and animated infographics.

- Introduction adobe animate for infographic interactivity.

Unit 5: Infographic Storytelling and Narratives

- Incorporating storytelling techniques to create compelling narratives.

- Understanding the structure and flow of information in infographics.

- Creating engaging visual narratives through sequential storytelling.

- Exploring case studies of narrative-driven infographics.

Unit 6 Infographics for Social Media and Mobile Devices

- Adapting infographics for social media platforms.

- Design considerations for mobile devices and responsive design.

References

1. Cairo, A. (2019). How Charts Lie: Getting Smarter about Visual Information. W. W. Norton & Company.

4. Smiciklas, M. (2013). The Power of Infographics: Using Pictures to Communicate and Connect with Your Audiences. Que Publishing.

5. Steele, J., & Iliinsky, N. (2010). Beautiful Visualization: Looking at Data through the Eyes of Experts. O'Reilly Media.

6. Tufte, E. R. (2001). The Visual Display of Quantitative Information. Graphics Press.

7. Knaflic, C. N. (2015). Storytelling with Data: A Data Visualization Guide for Business Professionals. Wiley.

8. Best, K., & Noble, J. (2018). Visual Communication: Understanding the Principles of Visual Perception and Design. Bloomsbury Visual Arts.

9. Cairo, A. (2012). The Functional Art: An Introduction to Information Graphics and Visualization. New Riders.

10. Ware, C. (2012). Information Visualization: Perception for Design. Morgan Kaufmann.

Sushant University	SCHOOL OF DESIGN
	Syllabus
21BCD-5P02	LTP: 1-1-4	B.DES Communication Design
Brand personality Design	Version: 2023

Course Objectives:

Objective of the course is to enable students to define brand personality and explain its importance, identify the five dimensions of brand personality and apply the five dimensions of brand personality to real-world brands.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define brand personality and explain its importance	PO1
CO2	Identify the five dimensions of brand personality.	PO1
CO3	Apply the five dimensions of brand personality to real-world brands.	PO3, PO10

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**

OUTCOMES												
CO1	H				L	L	M	L	L	H	L	H
CO2	L		L		M	L	L	L	M	H	M	M
CO3	L		L		M	L	L	L	M	H	M	M

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H				L	L	M	L	L	H	L	H							
CO2	L		L		M	L	L	L	M	H	M	M		H		H			
CO3	L		L		M	L	L	L	M	H	M	M						H	

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Brand Personality
  - What is brand personality?
  - The importance of brand personality
- Unit 2: The Five Dimensions of Brand Personality
  - Sincerity
  - Excitement
  - Competence
  - Sophistication
  - Ruggedness
- Unit 3: Applying Brand Personality to Real-World Brands
  - How to identify the brand personality of a real-world brand
  - How to use brand personality to create marketing campaigns

Books and References:

- Aaker, J. L. (1997). Dimensions of brand personality. Journal of marketing research, 34(3), 347-356.

- Batra, R., & Keller, K. L. (2006). Brand personality and consumer-brand relationships. Journal of marketing, 70(4), 99-116.

- Doyle, P., & Bottomley, P. (2004). Building brand personality. Journal of strategic marketing, 22(1), 3-14.

- Kim, C., & Trail, G. T. (2010). The effect of brand personality on brand loyalty: A consumer-brand relationship perspective. Journal of the academy of marketing science, 38(1), 128-141.

- Park, C. W., & Kim, C. (2005). The role of brand personality in the consumer-brand relationship: A conceptual framework and empirical evidence. Journal of marketing, 69(4), 122-135.

	SCHOOL OF DESIGN
	Syllabus
21BCD-5P03	LTP: 1-1-2	B.DES Communication Design
Semiotics	Version: 2023

Course Objectives
- Students will be able to define visual semiotics and explain its importance.
- Students will be able to identify the different elements of visual semiotics.
- Students will be able to apply visual semiotics to real-world examples.

Course Outcomes:

	Course Outcomes (COs)	**Mapped Programme Outcomes (POs)**
CO1	Define visual semiotics and explain its importance.	PO1
CO2	Identify the different elements of visual semiotics.	PO1
CO3	Apply visual semiotics to real-world examples.	PO3, PO10

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H				L	L	M	L	L	H	L	H
CO2	L		L		M	L	L	L	M	H	M	M
CO3	L		L		M	L	L	L	M	H	M	M

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H				L	L	M	L	L	H	L	H		M					
CO2	L		L		M	L	L	L	M	H	M	M				H	H		H
CO3	L		L		M	L	L	L	M	H	M	M							

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Visual Semiotics
    - What is visual semiotics?
    - The importance of visual semiotics
- Unit 2: The Elements of Visual Semiotics

- o Signifiers
- o Signified
- o Codes
- Unit 3: Applying Visual Semiotics to Real-World Examples
  - o How to identify the visual semiotics of a real-world example
  - o How to use visual semiotics to analyze a real-world example

References

- Baldry, H. C. (1999). Introduction to semiotics. London: Routledge.
- Díaz, C. (2007). Semiotics of visual communication. London: Continuum.
- Forceville, C. (2011). Visual narratology: Images of stories in the mind. Berlin: Mouton de Gruyter.
- Kress, G. R., & van Leeuwen, T. (2006). Reading images: The grammar of visual design. London: Routledge.
- Mick, D. G., & Politi, F. (2012). Semiotics of consumption. Abingdon, Oxon: Routledge.

	SCHOOL OF DESIGN
Sushant University	**Syllabus**
21BCD-5P04	**LTP: 1-2-0**	**B.DES Communication Design**
Advertising		**Version: 2023**

Course Objectives

- Students will be able to define communication design and explain its importance in advertising.
- Students will be able to identify the different elements of communication design.
- Students will be able to apply communication design principles to create effective advertising campaigns.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define communication design and explain its importance in advertising.	PO1, PO2
CO2	Identify the different elements of communication design.	PO2
CO3	Apply communication design principles to create effective advertising campaigns.	PO3, PO7, PO8, PO9

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**

OUTCOMES												
CO1	H	H			L							
CO2		H			M							
CO3				H	M	L	L	L	M	H	M	M

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H			L											H			
CO2		H			M												H		H
CO3				H	M	L	L	L	M	H	M	M		H					

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Communication Design in Advertising
  - What is communication design?
  - The importance of communication design in advertising
- Unit 2: The Elements of Communication Design
  - Typography
  - Layout
  - Color
  - Photography
  - Illustration

- **Unit 3: Applying Communication Design Principles to Advertising**
  - How to create effective advertising campaigns
  - How to use communication design principles to create a strong visual identity for a brand
  - How to use communication design principles to persuade consumers to buy a product or service

References

- Ambrose, G., & Harris, P. (2013). The complete guide to graphic design. London: Laurence King Publishing.
- Blythe, M. (2011). Communication design: A reader. London: Routledge.
- Carter, M., & Cartey, B. (2008). The design of everyday things. London: Phaidon Press.
- Lupton, E. (2016). Graphic design thinking. London: Princeton Architectural Press.
- McQuarrie, E. (2013). The power of emotion in advertising. London: Routledge.

Sushant University	SCHOOL OF DESIGN
	Syllabus

21BCD-5P05	**LTP: 1-1-2**	**B.DES Communication Design**
Storytelling for Documentary Films		**Version: 2023**

Course Objectives

- Students will be able to define documentary film and explain its importance.
- Students will be able to identify the different elements of documentary film storytelling.
- Students will be able to apply documentary film storytelling principles to create their own films.

Course Outcomes

- Upon completion of this course, students will be able to:
  - Define documentary film and explain its importance.
  - Identify the different elements of documentary film storytelling.
  - Apply documentary film storytelling principles to create their own films.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define documentary film and explain its importance	PO1, PO2
CO2	Identify the different elements of documentary film storytelling.	PO2, PO3
CO3	Apply documentary film storytelling principles to create films to address communication problem for a specific set of audience	PO3, PO4, PO5, PO7, PO8, PO9

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H	M	M	H	L	L	M	L	L	H	L	H
CO2	H	M	M	H	M	L	L	L	M	H	M	M
CO3	H	M	M	H	M	L	L	L	M	H	M	M

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- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	H	L	L	M	L	L	H	L	H			M			H	
CO2	H	M	M	H	M	L	L	L	M	H	M	M	H					
CO3	H	M	M	H	M	L	L	L	M	H	M	M				H		

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Documentary Film
  - What is documentary film?
  - The importance of documentary film
- Unit 2: The Elements of Documentary Film Storytelling
  - Structure
  - Character
  - Conflict

- o Theme
- Unit 3: Applying Documentary Film Storytelling Principles to Create Your Own Films
  - o How to choose a topic
  - o How to conduct research
  - o How to interview subjects
  - o How to edit footage
  - o How to distribute your film

References

- Avins, J. (2014). The documentary filmmaker's companion: A practical guide to planning, shooting, and editing your own documentary. Berkeley: University of California Press.
- Branston, G., & Stafford, L. (2010). The documentary reader: Conversations with filmmakers. London: Wallflower Press.
- Nichols, B. (2010). Introduction to documentary. Bloomington: Indiana University Press.
- Rubin, J. (2010). Nonfiction storytelling: A practical guide from the field. New York: Oxford University Press.
- Winston, D. (2008). Framing reality: The documentary film form. London: Wallflower Press.

SEMESTER 6

Sushant University	**SCHOOL OF DESIGN** **Syllabus**	
23BCD-6P07	**LTP: 1-1-4**	**B.DES Communication Design**
Animation		**Version: 2023**

Course Objectives
- Students will be able to define animation and explain its importance.
- Students will be able to identify the different types of animation.
- Students will be able to create their own animations using traditional and digital techniques.

Course Outcomes
- Upon completion of this course, students will be able to:
  - Define animation and explain its importance.
  - Identify the different types of animation.
  - Create their own animations using traditional and digital techniques.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define animation and explain its importance.	PO1, PO2
CO2	Identify the different types of animation.	PO2
CO3	Create their own animations using traditional and digital techniques.	PO3, PO7, PO8, PO9

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H	M	M	H	L	L	M	L	L	H	L	H
CO2	H	M	M	H	M	L	L	L	M	H	M	M
CO3	H	M	M	H	M	L	L	L	M	H	M	M

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Animation
  - What is animation?
  - The history of animation
  - The different types of animation
- Unit 2: Traditional Animation Techniques
  - Frame-by-frame animation

- o Cel animation
- o Stop-motion animation
- **Unit 3: Digital Animation Techniques**
  - o 2D animation
  - o 3D animation
  - o Motion graphics
- **Unit 4: Creating Your Own Animation**
  - o Choosing a topic
  - o Developing a storyboard
  - o Creating characters and sets
  - o Animating your characters
  - o Editing and finalizing your animation

References

- Fleming, C. (2016). The animator's survival kit: A comprehensive guide to animation history, techniques, and business. Burlington, MA: Focal Press.
- Thomas, F., & Johnston, O. (1981). The illusion of life: Disney animation. New York: Abbeville Press.
- Waltz, M. (2007). The complete idiot's guide to animation. Indianapolis, IN: Alpha.

	SCHOOL OF DESIGN
![Sushant University logo]	**SCHOOL OF DESIGN** **Syllabus**
23BCD-6P04	**LTP: 1-1-2**	**B.DES Communication Design**
UX/UI	**Version: 2023**

Course Objectives
- Students will be able to define UX/UI and explain its importance.
- Students will be able to identify the different elements of UX/UI design.
- Students will be able to apply UX/UI design principles to create user-friendly interfaces.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define UX/UI and explain its importance.	PO1, PO2
CO2	Identify the different elements of UX/UI design.	PO2, PO4
CO3	Apply UX/UI design principles to create user-friendly interfaces.	PO3, PO4, PO7, PO8, PO9

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**

OUTCOMES												
CO1	H	M	M	H	L	L	M	L	L	H	L	H
CO2	H	M	M	H	M	L	L	L	M	H	M	M
CO3	H	M	M	H	M	L	L	L	M	H	M	M

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	H	L	L	M	L	L	H	L	H					H		
CO2	H	M	M	H	M	L	L	L	M	H	M	M			H			H	
CO3	H	M	M	H	M	L	L	L	M	H	M	M							

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to UX/UI
  - What is UX/UI?
  - The importance of UX/UI
- Unit 2: The Elements of UX/UI Design
  - User research
  - Wireframing
  - Prototyping
  - User testing
- Unit 3: Applying UX/UI Design Principles to Create User-Friendly Interfaces
  - Usability
  - Accessibility
  - Visual design
  - Interaction design

References

- Nielsen, J. (2019). Designing for the digital age: The importance of user experience. Indianapolis, IN: Pearson Education.
- Shneiderman, B. (2010). Designing the user interface: Strategies for effective human-computer interaction. Reading, MA: Addison-Wesley.
- Zettersten, C. (2018). User experience design: A practical guide for creating usable and engaging digital products. Chichester, West Sussex, UK: John Wiley & Sons.

Please note that these references are in APA format. If you need references in another format, please let me know.

	SCHOOL OF DESIGN
Sushant University	**Syllabus**
23BCD-6P02	**LTP: 1-2-0**	**B.DES Communication Design**
Film and video	**Version: 2023**

Course Objectives

- Students will be able to define film and video and explain their importance.
- Students will be able to identify the different elements of film and video production.
- Students will be able to create their own films and videos using traditional and digital techniques.

Course Outcomes

- Upon completion of this course, students will be able to:
  - Define film and video and explain their importance.
  - Identify the different elements of film and video production.
  - Create their own films and videos using traditional and digital techniques

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define film and video and explain their importance as a communication medium	PO1, PO2, PO 3
CO2	Identify the different elements of film and video production.	PO2, PO 4
CO3	Create their own films and videos using traditional and digital techniques to solve a communication problem for a specific target audience	PO2, PO3, PO4, PO7, PO8, PO9, PO10

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	M	M	H	L	L	M	L				
CO2					M	L	L	L	M	H	M	M
CO3	H	M	M	H	M	L	L	L	M	H	M	M

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	H	L	L	M	L											
CO2						L	L	L	M	H	M	M			H			H	
CO3	H	M	M	H	M	L	L	L	M	H	M	M							

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Film and Video
  - What is film and video?
  - The history of film and video
  - The different types of film and video
- Unit 2: Traditional Film and Video Techniques
  - Camerawork
  - Lighting
  - Sound
  - Editing
- Unit 3: Digital Film and Video Techniques
  - Non-linear editing
  - Visual effects
  - Motion graphics
- Unit 4: Creating Your Own Film or Video
  - Choosing a topic
  - Developing a script
  - Shooting your film or video
  - Editing your film or video
  - Distributing your film or video

References

- Branston, G., & Stafford, L. (2012). The film studies reader: Moves and moments. New York: Routledge.
- Levy, S. (2017). Digital filmmaking: The definitive guide to independent digital film production. Boston: Focal Press.
- Sklar, R. (2016). Film: An introduction. Boston: Bedford/St. Martin's.

Please note that these references are in APA format. If you need references in another format, please let me know.

	SCHOOL OF DESIGN Syllabus	
23BCD-6P06	**LTP: 1-2-0**	**B.DES Communication Design**
Practice Management		**Version: 2023**

Objective:

Professional Practice: Familiarize students with the fundamental principles and practices of the interior architecture profession, including ethical considerations, legal requirements, and industry standards.

Business Management: Develop students' understanding of basic business concepts and management principles relevant to the interior architecture field, including financial management, budgeting, project management, and resource allocation.

Entrepreneurship Skills: Cultivate students' entrepreneurial mindset and equip them with the knowledge and skills necessary to start and manage their own interior architecture practice or business.

Contract Documentation: Familiarize students with contract documents commonly used in the interior architecture industry, including agreements, contracts, and legal forms. Students will learn how to interpret, negotiate, and prepare contractual documents.

Professional Networking and Collaboration: Provide opportunities for students to engage with industry professionals, attend conferences, and participate in networking events. Students will develop professional connections, build relationships, and explore collaborative opportunities within the interior architecture industry.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Apply fundamental business management concepts and principles to effectively manage interior architecture projects, including financial management, project scheduling, and resource allocation.	PO1, PO4, PO10, PO12
CO2	Cultivate an entrepreneurial mindset and acquire the necessary skills to identify business opportunities, develop business plans, and effectively manage an interior architecture practice or business.	PO1, PO4, PO10, PO12
CO3	Demonstrate strong communication and interpersonal skills to effectively engage with clients, understand their needs and requirements, and communicate design concepts and solutions in a clear and professional manner.	PO1, PO4, PO10, PO12
CO4	Interpret, negotiate, and prepare contract documents commonly used in the interior architecture industry, including agreements, contracts, and legal forms.	PO1, PO4, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	M	M	H	L	L	M	L	L	H	L	H
CO2	H	M	M	H	M	L	L	L	M	H	M	M
CO3	H	M	M	H	M	L	L	L	M	H	M	M
CO4	H	M	M	H	M	L	L	L	M	H	M	M

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	

Scheme:

Lectures, presentations, and group discussions in class.

Course Contents:

Module 1: Introduction to Professional Practice

- Overview of the interior architecture profession
- Ethical considerations and professional conduct
- Industry standards and regulations

Module 2: Entrepreneurship in Interior Architecture

- Developing an entrepreneurial mindset
- Identifying business opportunities in the interior architecture industry
- Creating a business plan and understanding start-up considerations

Module 3: Project Planning and Execution

- Defining project scope and objectives
- Creating project schedules and timelines
- Resource allocation and management

Module 4: Contract Documentation and Legal Considerations

- Understanding contract documents in the interior architecture field

- Negotiating contracts and agreements
- Legal and regulatory compliance in interior architecture practice

Module 5: Professional Networking and Collaboration

- Networking opportunities with industry professionals
- Participating in industry events and conferences
- Collaborative projects and partnerships within the interior architecture field

Pedagogy:

Lectures: Traditional lectures delivered by the instructor to provide theoretical foundations, introduce key concepts, and present case studies related to practice, management, and enterprise in the interior architecture field.

Case Studies: Analyzing real-world case studies that highlight various aspects of professional practice, business management, and entrepreneurial endeavors in the interior architecture industry. Students will examine challenges, decision-making processes, and successful strategies employed by industry professionals.

Group Discussions: Facilitating group discussions and debates to encourage students to critically analyze and reflect on key topics. This allows for the exchange of ideas, diverse perspectives, and collaborative learning among peers.

Industry Projects: Integrating industry projects or internships as part of the course curriculum. This provides students with the opportunity to apply their knowledge and skills in real-world settings, working with actual clients or participating in collaborative projects with industry partners.

Reference Books:

- Coles, R., & Stone, S. (Eds.). (2018). The Handbook of Interior Architecture and Design. Bloomsbury Visual Arts.
- Reznik, A., & Daley, B. (2018). Business of Design: Part I - Growing a Successful Interior Design Practice. Springer.
- Stone, S. (2016). Interior Design and Identity. Manchester University Press.
- Piotrowski, C., & Lind, C. R. (2017). Professional Practice for Interior Designers (5th ed.). John Wiley & Sons.

SEMESTER 7

Sushant University		**SCHOOL OF DESIGN** **Syllabus**	
23BCD-7P01	**LTP: 3-4-10**	**B.DES Communication Design**	
Thesis - Communication Design		**Version: 2023**	

Objective:

The module enables the student to draw upon and integrate the learning of the modules completed in the last 3 years and apply this integrative learning to identify and solve design problems in the field of Communication Design.

Course Outcomes:

	Course Outcomes (COs)	**Mapped Programme Outcomes (POs)**
CO1	Understand own visual style, areas of strength and expertise.	PO2,
CO2	Identify situations; carry out research in areas of individual interest using research methodology to create effective content and campaigns in different media.	PO3, PO4
CO3	Synthesize an effective design solution and develop aesthetically pleasing, appropriate, innovative, persuasive solutions with appropriate detailing and finish, set in relevant historical, cultural, and social contexts	PO1, PO2, PO4, PO5, PO6, PO11, PO12
CO4	Show autonomy, independence, high self-motivation, initiative, leadership, and team working abilities.	PO1, PO2, PO4, PO5, PO6, PO11, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H	H	H	H	M	H	L					
CO2	H	H										
CO3	H	H										
CO4	H	H	M	H	H	H	L					

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	M	H	L										H		
CO2	H	H													H				
CO3	H	H														H		H	
CO4	H	H	M	H	H	H	L												

Scheme:

This course is comprised of about 90 hours of Studio Work (either as Modules or 6 hours per week).

Course Contents:

The following is indicative of content of the module:

Module 1: Problem identification

Module 2: Information collection in areas of user preferences and needs, materials, technologies, costs, time constraints, etc.

Module 3: Critical analysis, collation, and design proposal

Module 4: Selection and development of an appropriate Design strategy and execution plan

Module 5: Selection of appropriate materials and technology

Module 6: Concept development and detailing

Module 7: Final concept selection for creation of Design/plan(s)

Module 8: Developing a final document which includes costing

Pedagogy:

The final project is seen as a culmination of learning at the school in the last 3 years. It should therefore demonstrate that the student has absorbed and reflected upon all the knowledge and skills gathered through all the modules of the course.

Tentative guidelines:

1. Developing a Theoretical Framework (or a Design Intent)
2. Identifying the possible user and the client.
3. Selection of possible media (Print, electronic, digital)
4. Developing Design Brief + Program (Understanding the problem)

Final Deliverables:

The final project needs to be communicated effectively. You need to create four kinds of communication aids.

1. Panels: - This is meant for quick viewing and must convey the most essential design ideas of your project in a bold and striking manner.
2. Prints: If the output was intended for print media.
3. Film or animation: If the output was intended for electronic media.
4. Website or App: If the output was intended for Digital interactive media.
5. Physical model(s), walk through, working models if applicable.
6. Project report (A-4 hard bound copy): This is a detailed documentation of all the three components, i.e., pre-design research, design development and resolution, and post-design.
7. Soft copy: This must contain your panels, your project report, films, web or mobile application.

Reference Books:

Books appropriate for the selected project.

	SCHOOL OF DESIGN
Sushant University	**Syllabus**
23BCD-7P02	**LTP: 1-2-2**	**B.DES Communication Design**
Learning Design	**Version: 2023**

Sure, here is a lesson plan for an undergraduate communication design course in Instructional Design.

Course Objectives
- Understand the principles of instructional design
- Apply instructional design principles to create effective learning experiences
- Communicate effectively with a variety of stakeholders
- Use design software to create effective learning experiences

Course Outcomes
- Upon completion of this course, students will be able to:
  - Define instructional design and explain its importance
  - Identify the different elements of instructional design
  - Use the principles of instructional design to create effective learning experiences
  - Communicate effectively with a variety of stakeholders
  - Use design software to create effective learning experiences

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define instructional design and explain its importance	PO1, PO2

CO2	Identify the different elements of instructional design	PO2, PO3
CO3	Use the principles of instructional design to create effective learning experiences	PO3, PO7, PO8, PO9
CO4	Communicate effectively with a variety of stakeholders	PO5, PO10,PO11,PO12
CO5	Use design software to create effective learning experiences	PO3, PO9

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	M	M	H	L	L	M	L	L	H	L	H
CO2	H	M	M	H	M	L	L	L	M	H	M	M
CO3	H	M	M	H	M	L	L	L	M	H	M	M
CO4	H	M	M	H	M	L	L	L	M	H	M	M
CO5	H	M	M	H	M	L	L	L	M	H	M	M

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- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	
CO5	H	H	L	H	M		M			H									

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

Unit 1: Introduction to Instructional Design

- o What is instructional design?

- o The importance of instructional design

- o The elements of instructional design

- o The principles of instructional design

- Unit 2: Creating Effective Learning Experiences

- o How to create effective learning experiences for a variety of learners

- o Using design software to create effective learning experiences

- Unit 3: Case Studies

- o Studying the work of professional instructional designers

- o Analyzing the effectiveness of different instructional design strategies

References

- Instructional Design: A Systematic Approach by Merrill, ID. (Pearson Education, 2013)

- Designing Instruction for Technology-Enhanced Learning by Dick, Walter, Carey, Lou, and Carey, James O. (Pearson Education, 2012)
- The e-Learning Handbook: A Comprehensive Guide for Developing Effective, Engaging E-Learning by Rosenberg, Marc J. (McGraw-Hill Education, 2005)

Please note that this is just a sample lesson plan. The specific content and activities of the course may vary depending on the instructor and the needs of the students.

	SCHOOL OF DESIGN Syllabus

23BCD-7P03	**LTP: 1-1-2**	**B.DES Communication Design**
Portfolio & Presentation		**Version: 2023**

Objective:

To produce a comprehensive portfolio presenting the acquired skills and capabilities of the student in various modules aligned to skills and techniques that the industry requires.

	Course Outcomes (COs)	**Mapped Programme Outcomes (POs)**
CO1	Showcase comprehensively an individual interest, originality, style and philosophy of communication design	PO1, PO2, PO3, PO5, PO8, PO9, PO10
CO2	Showcase professional and technical capabilities.	PO1, PO2, PO3, PO4, PO5, PO8, PO9
CO3	Synthesize effective, aesthetic, detailed & innovative design portfolio	PO2, PO3, PO5, PO9, PO10
CO4	Demonstrate work discipline and professional competence at a workplace.	PO1, PO4, PO5, PO6, PO8, PO11

Course Outcomes:

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H	H	H	M	H	L	L	H	H	H	L	L
CO2	H	H	H	H	H	M	M	H	H	M	L	L

CO3	M	H	H	L	H	L	L	L	H	H	M	L
CO4	H	M	M	H	H	H	L	H	L	L	H	M

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	

Scheme:

This course is comprised of about 30 hours of Semester Work (either as Modules or 2 hours per week).

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Course Contents:

Module 1: Introduction to portfolio development

Module 2: The development of comprehensive personal presentation techniques, including CV, letter of introduction, interview techniques and portfolio presentation

Module 3: Presentation techniques

Module 4: Development of an individual style

Module 5: Introduction to e- portfolio & virtual portfolio

Pedagogy:

The course is structured around a series of core modules through a combination of lectures and tutorials, with most of the contact hours taking place in small groups of students.

Portfolio presentation will be assessed using a variety of methods – individual studio critique, group pinup/jury presentation, verbal feedback, written feedback, and drawing markups.

Reference Books:

- Silber Lee, 2001, Self-Promotion for the Creative Person: Get the Word Out About Who You are and What You Do, Three Rivers Press
- Creating a Successful Portfolio, Prentice Hall

	SCHOOL OF DESIGN
Sushant University	**Syllabus**
23BCD-7P04	**LTP: 1-2-0**	**B.DES Communication Design**
Thesis Report (research)		**Version: 2023**

Objective:

To develop comprehensive writing abilities for demonstration of research and base work studies done in Thesis project. The report will highlight all the research work done on identifiable domain and demonstrate the research as application for the final design project.

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Encompassing the learning and understanding of the four years of the course with respect to all aspects of Design in thesis report.	PO1, PO2
CO2	Developing integration, synthesis and application of research in Design	PO2, PO8

Course Outcomes:

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H	H	M									
CO2		H	M	H				M	H		M	

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		

Scheme:

This course comprises of 30 hours including 10 hours lecture and 20 hours of theory.

Course Contents:

Module 1: Abstract

A concise summary of your thesis, highlighting its objectives, methodology, key findings, and conclusions.

Module 2: Introduction

• Background information on the topic and its significance.

• Research problem or question addressed by your thesis.

• Objectives and scope of your study.

• Overview of the structure of your thesis.

Module 3: Literature Review

• Summary and critical analysis of relevant literature and previous research.

• Identification of gaps or limitations in existing knowledge.

• Explanation of how your research contributes to the existing body of knowledge.

Module 4: Methodology

• Description of the research design and methodology employed.

• Explanation of data collection methods and sources.

• Details of any experiments, surveys, interviews, or case studies conducted.

• Ethical considerations and measures taken to ensure validity and reliability.

Module 5: Results

• Presentation of your findings, organized logically.

• Use of tables, graphs, or charts to illustrate data.

• Objective interpretation of the results without speculation or personal bias.

Module 6: Discussion

• Analysis and interpretation of the results in relation to the research question or hypothesis.

• Comparison with existing literature and theories.

• Addressing any unexpected or contradictory findings.

• Discussion of the implications and significance of the results.

Module 7: Conclusion

• Summary of the main findings and their implications.

• Evaluation of the research objectives and the extent to which they were achieved.

• Recommendations for future research or practical applications.

• Reflection on the limitations and potential areas of improvement.

Module 8: References

List of all sources cited in your thesis using an appropriate citation style (e.g., APA, MLA).

Module 9: Appendices

Supplementary materials such as raw data, survey questionnaires, or interview transcripts.

Pedagogy:

The course is structured around one on one discussion to check progress of individual student on thesis report.

Reference Books:

- Neuferts Architect's Data; Ernst and Peter Neuferts, 4th Edition
- Time-Saver Standards for Interior Design and Space Planning, by Joseph De Chiara, Julius Panero, and Martin Zelnik

	SCHOOL OF DESIGN
	SCHOOL OF DESIGN **Syllabus**
23BDS-8P01	**LTP: 0-0-12 weeks**	**B.DES Communication Design**
Internship		**Version: 2023**

Objective:

- To understand and become familiar with prevalent commercial and industrial practices and standards.
- Opportunity to understand professionalism and adapt to the pace and pressures in a professional environment.
- Develop professional presentation abilities.

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Explain different techniques of communication and persuasion to plan and devise effective professional communication (proposals, reports, portfolios, etc.) and presentations.	PO5, PO6, PO7
CO2	Report with working knowledge of a professional environment and practices in the industry.	PO1, PO3, PO4, PO5,
CO3	Demonstrate work discipline and professional competence at a workplace.	PO5, PO8, PO9, PO12
CO4	Create persuasive professional and business communication and presentations.	PO6, PO9, PO10, PO11, PO12

Course Outcomes:

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	M	H	H	H	H	H	M	H	H	H	L
CO2	H	M	H	H	H	H	L	H	H	M	H	H
CO3	H	H	M	H	H	M	L	H	H	M	M	H
CO4	M	M	H	H	H	H	L	M	H	H	H	H

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	

Scheme:

This Internship is comprised of minimum 12 weeks of work (with stipend as per industry standards) in any design-related firm/office/retail/MNC/manufacturer.

Course Contents:

- Work as given by the industry mentors
- Inputs by Faculty Mentor on how to compile final presentation and final internship report

Final Report & Deliverables:

The student is required to submit the following documents at the end of his/her Internship Period

Part 1: Internship Report should contain the following information:

Internship experience:

- History and profile of the interning organization.
- The organizational structure and roles.
- Reflection on your experience and how it could be improved.

All the text should be supported by relevant and good quality images. The report should contain information and explanation about the projects handled by you during the internship period.

Part 2: Presentation

After internship, the student is required to make a presentation of his/her work and industry experience to peers and faculty. The presentation should be concise and to the point and should include text supported by visuals with proper citations.

Part 3: Industry Feedback

Industry feedback will also be considered for final evaluation. The evaluation form is filled in by the industry mentor and submitted to the faculty in-charge of Internship and HoD.

The report must be submitted in the digital format (Uploaded to specified drive location). The students are also required to submit the hard copy of the Internship Evaluation form duly completed and signed by the industry mentor. This is to be submitted by the Industry Mentor to the Faculty in-charge & Program Director/HoD. The final presentation of the Internship experience shall be prepared and made to the Jury Panel.